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ABSTRACT

This book presents simulation activities for significant events in U.S. history from 1787-1868. Intended for student involvement, the simulations require student research and practice in order to carry out the designated roles. The simulation and role play serve to involve the students actively in their learning, using both the affective and cognitive domains. The simulations presented focus on the: (1) Constitution Convention; (2) Missouri Compromise; (3) Treaty of Gudadalupe Hidalgo; (4) Compromise of 1850; (5) Kansas-Nebraska Act; (6) Southern Secession from the Union; and (7) Impeachment and Trial of Andrew Johnson. Each event featured provides an introduction, offers objectives, describes the teaching strategy, introduces the simulation, and presents the student materials. (EH)

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UNITED STATES HISTORY SIMULATIONS

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1787 - 1868

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SO 027 448

CONSTITUTION CONVENTION

MISSOURI COMPROMISE

TREATY OF GUADALUPE HIDALGO

THE COMPROMISE OF 1850

THE KANSAS / NEBRASKA ACT

SOUTHERN SECESSION FROM THE UNION

IMPEACHMENT AND TRIAL OF ANDREW JOHNSON

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UNITED STATES HISTORY SIMULATIONS

1787 - 1868

by

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CONSTITUTION CONVENTION

INTRODUCTION

The Constitutional Convention of the United States of America consisted of an assembly of delegates who met in the Pennsylvania statehouse in Philadelphia during the period May 25-September 17, 1787. There the delegates drafted the Constitution of the United States which was to replace the Articles of Confederation. The convention was called as the result of a demand for a stronger government. By 1787 it had become extremely doubtful that the Articles of Confederation could be amended to create an effective central regime that would regulate interstate commerce and effectively handle foreign relations. An economic depression, which was at its worst in 1785-86, and a rebellion led by Daniel Shays stimulated action. In the fall of 1786 the Annapolis convention issued an invitation to the states to send delegates to Philadelphia "to take into consideration the situation of the United States, to devise such further provisions as shall appear necessary to render the constitution of the federal government adequate to the exigencies of the Union...." The congress sent forth a similar request on February 21, 1787, and 74 delegates were chosen by 12 states. Rhode Island failed to appoint deputies. Only 55 men actually took part in the proceedings at Philadelphia; of these, 39 signed the Constitution.

The convention quickly decided to make a new constitution rather than try to amend the Articles of Confederation. Its basic elements were contained in the Virginia plan, prepared by the Virginia delegation before the opening of the convention and proposed by Edmund Randolph. This plan called for the creation of a powerful central government, including a bicameral congress with the representation of each state based on its population or wealth. Agreement was quickly reached (May 30) that ample powers be vested in a central government, and also (June 12) that the constitution when finished should be

presented for ratification to specially elected conventions in the several states rather than to their legislatures. Later it was stipulated that the constitution should be put in motion when nine such conventions had voted approval. Thus it was arranged that the constitution should have as its basis the solemn will of the people. Accordingly, both the central and state governments came to rest upon them.

The basis for representation in congress proposed in the Virginia plan encountered, however, serious opposition. From the time of the first continental congress each colony-state had possessed (as in the convention itself) one vote; the use of a ratio of numbers or wealth would obviously destroy that system and would give the larger states, especially Massachusetts, Pennsylvania, and Virginia, a heavy representation. Bitter protests came from delegates of the smaller states,who were moved not only by state pride but also, and especially, by fear that members of the congress from the large states would combine their votes to dominate it. Massachusetts, Pennsylvania, and Virginia, with support from Connecticut, the Carolinas, and Georgia, urged the proportional principle for both houses of the congress-to-be. Clinging to their belief that the votes of the large states would be cast in bloc - Although Madison correctly declared that voting would be in accordance with sectional, economic, and social beliefs rather than in accordance to state size - the smaller states insisted upon equal representation of each state. They rallied behind William Paterson of New Jersey, who offered the New Jersey plan on June 15. This scheme would have created a one-house legislature in which all states would have an equal vote, and would have materially increased the powers of the congress beyond those granted under the Articles of Confederation. Provision was also included for an executive and a judiciary. After some weeks of discussion it became evident that constitutional reform

would fail unless concession was made to the small states. As a result the "Great Compromise," in which the Connecticut delegation played an important role, was arranged by votes taken on July 16 and 23. It called for a bicameral congress with proportional representation in the lower house and equal representation of the states in the upper house or senate. Thus the convention solved its most difficult problem, and the advocates of a strong central government gained strength, for Paterson and other representatives of small states abandoned their fears of national tyranny.

OBJECTIVES

As participants in The Constitutional Convention simulation, each student will:

1. Research the historical period of 1776-1787 with respect to the governance of the United States of America.
2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation.

As a consequence, each student will:

1. Realize that the United States Constitution was not what governed the infant country during its first decade as a nation.
2. Learn what the Articles of Confederation were.
3. Learn why the Articles of Confederation were replaced by the Constitution.
4. Learn the contents of the United States Constitution and, as a result, appreciate the reasons why it is among the very oldest, unchanged constitutions in the world.
5. Learn more about the views, characteristics, and personalities of the fourding fathers of the United States.

6. Appreciate the right of proportional representation as embodied in the United States House of Representatives.
7. Appreciate the right of protecting minority views as embodied in the United States Senate.
8. Appreciate the necessity to often compromise so as to be able to accomodate varying points of views.

STRATEGY

Preparation

Say to the students that they are to research the historical period of 1776-1787 with respect to the governance of the United States of America.

Further state for this period they are to particularly study The Articles of Confederation, The Virginia Plan, The New Jersey Plan, "The Great Compromise," and the United States Constitution.

Tell students that their research will culminate in a simulation, that it will be "The Constitutional Convention" of 1787.

After students have had a sufficient number of days to study their general assignment, assign the following specific roles to those students who are most likely to best fit the roles:

Major William Jackson

George Washington

James Madison

Thomas Jefferson

Benjamin Franklin

Alexander Hamilton

James Wilson

Edmond Randolph

Charles Pinckney

William Paterson

Patrick Henry

George Clinton

Delegate from Massachussetts (2 persons)

Delegate from New York (2 persons)

Delegate from North Carolina (2 persons)

Delegate from Pennsylvania (2 persons)

Delegate from South Carolina (2 persons)

Delegate from Virginia (2 persons)

Delegate from Connecticut (2 persons)

Delegate from Delaware (2 persons)

Delegate from Georgia (2 persons)

Delegate from Maryland (2 persons)

Delegate from New Hampshire (2 persons)

Delegate from New Jersey (2 persons)

Delegate from Rhode Island (2 persons)

Announce to the class when the simulation will be conducted.

Prepare role cards for each member of the class. It is recomended that on the back of each card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Moreover, by simply erasing the names on the role cards after the simulation has been conducted and role cards returned, they can be used over again a number of times without the necessity of preparing a replacement role card.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves at the Constitutional Convention in Philadelphia, Pennsylvania from May to September, 1787. State there are two major questions before the Convention: 1) Choosing a national legislature - How shall legislators be chosen? How long should they serve? What should be their qualifications?, and 2) Choosing a national executive - How shall he be chosen? How long shall he serve? What should be his qualifications?

1. Write on the chalkboard, "Constitutional Convention, Philadelphia, Pennsylvania, May to September, 1787."
2. Pass out role card 1 to Major William Jackson.
3. Pass out role card 2 to George Washington.
4. pass out role card 3 to James Madison.
5. Pass out role card 4 to Thomas Jefferson.
6. Pass out role card 5 to Benjamin Franklin.
7. Pass out role card 6 to Alexander Hamilton.
8. Pass out role card 7 to James Wilson.
9. Pass out role card 8 to Edmund Randolph.
10. Pass out role card 9 to Charles Pinckney.
11. Pass out role card 10 to William Paterson.
12. Pass out role card 11 to Patrick Henry.
13. Pass out role card 12 to George Clinton.
14. Pass out role card 13 to 2 Delegates from Massachusetts.
15. Pass out role card 14 to 2 Delegates from New York.
16. Pass out role card 15 to 2 Delegates from North Carolina.
17. Pass out role card 16 to 2 Delegates from Pennsylvania.
18. Pass out role card 17 to 2 Delegates from South Carolina.

19. Pass out role card 18 to 2 Delegates from Virginia.

20. Pass out role card 19 to 2 Delegates from Connecticut.

21. Pass out role card 20 to 2 Delegates from Delaware.

22. Pass out role card 21 to 2 Delegates from Georgia.

23. Pass out role card 22 to 2 Delegates from Maryland.

24. Pass out role card 23 to 2 Delegates from New Hampshire.

25. Pass out role card 24 to 2 Delegates from New Jersey.

26. Pass out role card 25 to 2 Delegates from Rhode Island.

27. Sit down. The delegates will elect Major William Jackson as Clerk of the Convention and George Washington as President of the Convention. They will carry out the remainder of the simulation.

Review, Summarization, and Reinforcement

1. When the simulation is completed, ask the students what they liked about the simulation.

2. Ask the students how the simulation could have been improved.

3. Ask the students what they learned from the simulation.

4. Ask students what the governing instrument of the United States of America was from 1776 to 1789.

> In reality, from July 4, 1776, at which time the colonies declared their independence from England, until 1781 no actual nation governing instrument existed. Each state demured or assented to "national" proposed actions such as prosecuting the Revolutionary War with England which began in 1776 but which did not end until 1783 with the Peace of Paris (at which time England recognized the United States as an independent nation). Though the Articles of Confederation were drafted in 1777 they were not ratified until 1781. Eight years later, in 1789, after often bitter ratification fights, the Articles of Confederation were replaced by the United States Constitution.

5. Ask students what the Articles of Confederation were.

They were a name applied to the "constitution" drawn up by the Second Continental Congress in 1781. The Articles of Confederation provided the basic charter of the thirteen states then in rebellion against Great Britain. The Articles established a loose union of the states with virtually no powers assigned to the central government. The states retained their sovereign powers until this charter was replaced in 1789 by the present Constitution of the United States.

6. Ask the students why the Articles of Confederation were replaced by the Constitution.

Though the Articles of Confederation empowered Congress to borrow money, regulate currency, establish a postal service, regulate Indian affairs, and settle interstate disputes, it had many weaknesses. It soon became apparent after ratification that the Articles had failed to confer adequate powers upon Congress and that there were serious omissions. There was a lack of a federal executive and judiciary; the failure to give Congress power to levy taxes, to regulate foreign and interstate commerce or to enforce its laws. Moreover, each state, the smallest with the largest, each had one vote. Further, to amend the Articles of Confederation required a unanimous consent. It became evident that something had to be done. In fact, preliminary conferences on making needed changes occurred as early as 1785 (only 4 years after ratification of the Articles). With the signing of the Peace of Paris Treaty of 1783 the political, economic, and diplomatic difficulties of the nation in the critical postwar years gathered strength in a movement to revise the Articles of Confederation. The refusal of the state legislatures to approve amendments designed to give Congress larger powers over commerce and finance persuaded many that an entirely new basis for the central government would have to be written.

7. Ask students what the essential contents of the United States Constitution are and why they believe it to be among the very oldest unchanged constitutions in the world.

The completed document, known simply as the Constitution, provided for a government of three branches: executive, legislative, and judicial. It provided for a college of electors to elect the President (the executive). It provides for a Congress (the legislature) of two houses (bicameral): the lower composed of popularly elected representatives apportioned according to population (giving more weight to the more largely populated states); the upper composed of two senators from each state (providing more opportunity for minority points of views as manifest in the smaller states). It provides for a judiciary consisting of a Supreme Court and such inferior courts as Congress might create, the judges to be appointed for life or good behavior by the President with the consent of the Senate. Under the Confederation the states had been able to ignore or defy the measures of Congress with impunity. This defect was remedied in the Constitution by obliging the officials of every state to take an oath to support the Constitution, by pledging the state courts to recognize the Constitution and the laws and treaties made under it as the supreme law, and by bringing the citizens of every state under direct authority of the United States through the federal courts. The strength of the new federal government was implicit in the extensive powers, exclusive and concurrent, which were given to Congress. Particularly important were the powers of taxation, regulation of interstate and foreign commerce, control of the army and navy, and supervision of foreign relations.

STUDENT MATERIAL

Role 1

Role: Major William Jackson, Clerk of the Convention

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You are a former Assistant Secretary of War and are familiar with government procedures under the Articles of Confederation. You are elected Clerk of the Convention. It will be your task to take roles calls, count votes, and to record all official proceedings of the Convention. You will be paid a total of $866.60 for your work.

Role 2

Role: George Washington, President of the Convention

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You are a member of the Virginia Delegation. You are elected President of the Convention by unanimous vote. You will preside over the Convention, but take little active part as a delegate in its proceedings, although you are a staunch Federalist from a large state. At your sugestion, the figure of 30,000 is adopted as the unit of popular representation in the new Constitution.

Role 3

Role: James Madison

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You nominate Major Willilam Jackson as Clerk of the Convention. You are a member of the Virginia Delegation. You are a firm believer in a strong central government to which the states would be secondary. Because of your complete and copious notes, you will be recognized as the unofficial clerk and

historian of the Convention. You are young, ambitious, have a shrewd legal mind, and intend to play an important part in the new government.

Role 4

Role: Thomas Jefferson

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You second James Madison's nomination of Major William Jackson as Clerk of the Convention. You are a member of the Virginia Delegation. You comand much respect as author of the Declaration of Independence. You are a firm believer in the rights and freedom of the individual. You are suspicious of strong central government and are opposed to anything which could lead to restoration of a monarchy in your beloved States. You are unalterably opposed to slavery, but feel that it is a necessary evil and that the Convention might be wrecked if slavery were made an issue.

Role 5

Role: Benjamin Franklin

Time: May to September,1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You are now 81 years old. You nominate Geaorge Washington as President of the Convention. You are a member of the Pennsylvania Delegation. You are

accorded great respect as the "Grand Old Man" of the Convention. Although you are a staunch Federalist, you are always a conciliator, and you state to the Convention "We are here to consult, not to contend" helps to bring reason and compromise to the Convention. It is at your suggestion that each day's session of the Convention is opened with a prayer.

Role 6

Role: Alexander Hamilton

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You second Benjamin Franklin's nomination of George Washington as President of the Convention and ask that his nomination be a unanimous one. You are a member of the New York Delegation. You are young, inclined to be brash and domineering, and are almost fanatical in you belief that the nation must have a strong, authoritive central government in order to survive. You are distrustful of democracy and are constantly at odds with other members of you own Delegation - Robert Yates and John Lansing. They are loyal to Governor George Clinton of New York, a strong believer in state's rights. You are liked by few, but feared by most, and while not a great orator, you are expert at "buttonholing" delegates and persuading them to your views.

Role 7

Role: James Wilson

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You are a member of the Pennsylvania Delegation. You are a native of Scotland, a lawyer, and a classical scholar. You have been a member of the Continental Congress for many years, and were a signer of the Declaration of Independence. You are a believer in strong central government, are watchful, resourceful, and a stubborn fighter for your principles.

Role 8

Role: Edmund Randolph

Time: May to September,1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You are Governor of Virginia and a member of the Virginia Delegation. You are very sincere and patriotic, but are not sure of what you seek at the Convention. You are not anxious to weaken your position and authority in Virginia, and are inclined to think the Articles of Confederation could be patched up in a manner as not to interfere with the sovereignty of the states.

You are "on the fence" and waiting to see which way the Convention will jump before commiting yourself. You are one of the original proposers of the "Virginia Plan."

Role 9

Role: Charles Pinckney

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You are a member of the South Carolina Delegation. You are young, energetic, opinionated, and sometimes called "Me-too Charlie" by those who do not like you. You offer a plan for representaion based on population but it is not adopted because of its similarity to the Virginia Plan. You are particularly opposed to any tendency to make a second branch of the proposed legislature into a "House of Lords." You are a convinced that your state and the South cannot exist without slavery, and are watchful to see that those who would try to abolish slavery do not succeed.

Role 10

Role: William Paterson

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You are a member of the New Jersey Delegation. You are a native of Ireland, a

lawyer, and a former Attorney General of New Jersey. In spite of a deceptively mild manner, you are a stubborn fighter for your views. You are staunch believer in state's rights, and fear that if great powers are given to the larger states, the smaller states might as well as pack up and go home. You are the foremost author of the New Jersey Plan.

Role 11

Role: Patrick Henry

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You have been Governor of New York since the Revolutionary War, and have built up a strong political machine in your state. You are not a delegate to the Convention, but have dropped in to see if Delegates Robert Yates and John Lansing are obeying orders and are still loyal to your views. You are a bitter enemy of Alexander Hamilton, the third member of your state's delegation, and are as opposed to a strong central federal government as he is opposed to state's rights. You are jealous of your position and authority in your state and do not intend to hand any of it over to a federal government if you can prevent it. You try to influence governors of other states to join with you in opposing any Constitution which would weaken the powers of the individual states.

Roles 13-19

Role: Delegate from a Large State (2 each from Massachusetts, New York, North Carolina, Pennsylvania, South Carolina, Virginia - 12 total) in terms of population

Time: May to September, 1787

Place: Constitutional Convention, Philadelphia, Pennsylvania

You believe because of you state's greater wealth and population it is entitled to more representation in the national legislature than should be true of the smaller and less wealthy states. You strongly favor the Virginia Plan.

Roles 20-25

Role: Delegate from a Small State (2 each from Connecticut, Delaware, Georgia, Maryland, New Hampshire, New Jersey, Rhode Island - 14 total) in terms of population

Time: May to September, 1787

Place: Constitutional Convention

You fear that your state would be over whelmed by the larger states in a national legislature chosen solely on the basis of population. You strongly favor the New Jersey Plan.

After a time the two Delegates from Connecticut put forth the Connecticut Compromise. Connecticut is joined actively by the Delegates from New Hampshire. These Delegates fear that the Convention will end in a deadlock between the "larger states" and the "smaller states" which would be disastrous for the Union. These Delegates realize that it is neccessary to compromise so that the larger states are given more representation in Congress. On the other hand, there is also the realization the rights and interests of the smaller states must also be protected so as to be able to survive as sovereign states. They urge their fellow delegates to support the Connecticut Compromise as the only way to achieve unity.

THE MISSOURI COMPROMISE

INTRODUCTION

The Missouri Compromise resulted from an Act of Congress in 1820 which had been sponsored and submitted by Henry Clay as the first of his three great compromises (others came in 1833 and 1850). The legislation arose out of the application of the territory of Missouri for admission to the Union as a slave state. Such admission would have weighted the Senate in favor of the slave states and was therefore opposed by the North. This moment of sectional ill feeling during the "era of good feeling" was compromised by Clay with the admission of Missouri as a slave state, the admission of Maine (formed out of the territory of Massachusetts with the latter's and Congress' consent) as a free state, and an agreement that all territory north of the line 36 degrees and 30 minutes within the Louisiana Purchase would thenceforth be admitted as free states and all territory south of that line as slave states.

OBJECTIVES

As participants in the Missouri Compromise simulation, each student will:

1. Research the historical period of 1815-1833 with respect to the westward expansion of the United States of America.
2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation. As a consequence, each student will:

1. Better understand the views of those who favored and of those who opposed slavery during the nation's first half century of existence.

2. Realize that to categorize "all" white people's ancestors as racists simply is not historically accurate.
3. Learn what the Missouri Compromise was.
4. Realize what would have happened to the United States had a compromise not been reached in admitting Missouri into the Union.
5. Better understand what the strengths and weaknesses of a compromise are.

STRATEGY

Preparation

Say to the students that they are to research the historical period of 1815-1833 with respect to the westward expansion of the United States of America.

Further state for this period they are to particularly study the Missouri Compromise.

Tell the students that their research will culminate in a simulation, that it will result in a debate in Congress in 1819-20.

After the students have had a sufficient amount of time to study their general assignment, assign the following specific roles to those students who are most likely to best fit the role:

Henry Clay

James Tallmadge

Congressmen who oppose the extension of slavery (about 30 percent of the class)

Congressmen who favor the extension of slavery (about 20 percent of the class)

Daniel D. Tompkins

Senators who oppose the extension of slavery (about 10 percent of the class)

Senators who favor the extension of slavery (about 20 percent of the class)

Senator J. B. Thomas of Illinois

Announce to the class when the simulation will be conducted.

Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Moreover, by simply erasing the names on the role cards after the simulation has been conducted and role cards returned, they can be used over again a number of times without the necessity of preparing a replacement role card.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves in Congress in 1819 and 1820. State the House of Representatives and the Senate are in session to act on a petition requesting that Missouri be admitted into the Union as a state. Further state that the immediate issue which was raised was Missouri to have slavery permanently legalized. A second issue which arose beside the first was what was to be the policy of Congress toward slavery in territories west of the Mississippi river.

1. Write on the chalkboard, "Congress, Washington, DC, February, 1819 - March, 1820"
2. Pass out Role Card 1 to Henry Clay,
3. Pass out Role Card 2 to James Tallmadge.

4. Pass out Role Card 4 to Congressmen who oppose the extension of slavery (about 30 percent of the class).
5. Pass out Role Card 5 to Congressmen who favor the extension of slavery (about 20 percent of the class).
6. State: All those who have thus far received role cards are members of the House of Representatives. Please take seats on this half of the room. Those without role cards thus far take seats on the other half of the room where you will be spectators in the House gallery.
7. When members of the House of Representatives are grouped together, state: Henry Clay, as speaker of the House of Representatives, will now hear discussion this thirteenth day of February, 1819 on Missouri's application for admission to the Union.
8. After about 20 minutes of debate in which very little progress is made, state: The House of Representatives is now in short recess while the United States Senate considers Missouri's request for admission to the Union.
9. Pass out Role Card 6 to Daniel D. Tompkins.
10. Pass out Role Card 7 to Senators who oppose the extension of slavery (about 20 percent of the class).
11. Pass out Role Card 8 to Senators who favor the extension of slavery (about 20 percent of the class).
12. Pass out Role Card 9 to Senator J. B. Thomas of Illinois.
13. State: It is the spring of 1819. Daniel D. Tompkins, as Speaker of the Senate, will now hear discussion by members of the Senate on Missouri's application for admission to the Union. They debate Congressman James Talamdge's ammendment.

14. After Senate discussion of about 15 minutes state: Both Houses have now been adjourned for several months. We now return to the House of Representatives in December of 1819 where the admission of Missouri to the Union continues to be the leading issue. The issue has now become even more complicated because Maine now also is seeking admission into the Union. Henry Clay, as Speaker of the House of Representatives, allows for debate.
15. After about 15 minutes debate, state: We now return to the Senate where it is January, 1820. There Daniel D. Tompkins, as Speaker of the Senate, is in charge of the debate raging there over the admission of Missouri and Maine to the Union.
16. After about 15 minutes debate, state: We now return to the House of Representatives which is now considering the Senate's bill on the admission of Maine and Missouri without the Talmadge ammendment.
17. After about 10 minutes of debate in the House, state: Concurrence of the Senate's bill has been refused. We once more return to the Senate where J. B. Thomas of Illinois presents a compromise for the Senate's consideration.
18. After the compromise is accepted in the Senate, state: The House of Representatives, by a very close vote, also accepted Senator's Thomas' compromise.
19. State: We now find the next session of Congress in progress with the Missouri Constitution before them for approval, but it contains a a provision which is delaying its admission once more. We now move to the House of Representatives where they are discussing the issue afterwards to the Senate.

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it contains a provision which is delaying its admission once more. We now move to the House of Representatives where they are discussing the issue afterwards in the Senate.

Review, Summarization, and Reinforcement

1. When the simulation is completed, ask the students what they liked about it.
2. Ask the students how the simulation could have been improved.
3. Ask the students what they learned from the simulation.
4. Ask the students what the Missouri Compromise was.

   It was a term referring to the compromise measures worked out in Congress which prepared the way for admission of Missouri as the 24th state of the United States of America. The immediate issue was whether slavery should be permanently legalized in the new state; a second issue was the policy of Congress toward slavery in the territories west of the Mississippi river. Debates on the admission of Missouri raised Constitutional as well as political questions. In the final action, Congress accepted the southern contention that it could impose no restrictions on new states which did not apply equally to all states. It also accepted the argument of northerners that it did not have the power to regulate slavery in the territories. The debate over the admission of Missouri into the Union alerted extreme antislavery groups in the north to the implications of the extension of slavery. In the south, the attack on slavery solidified sectional determination to defend slavery.

5. Ask students what likely would have happened had not a compromise been reached in admitting Missouri into the Union.

   Many historians are of the opinion that if not civil war, then separation of the north and the south would have occurred in 1820 instead of 1861.

STUDENT MATERIAL

Role 1

Role: Henry Clay, Speaker of the House of Representatives

Time: February, 1819 - March, 1820

Place: United States House of Representatives

You are a Congressman from Kentucky and known as "The Great Compromiser and "The Great Pacificator. As Speaker you assure that all views have an opportunity of being expressed concerning Missouri's request to be admitted into the Union. On February 13,1819 allow about 20 minutes for debate - until James Tallmadge of New York introduces an amendment to the Missouri enabling bill and a vote is taken (which passes by a small majority). Adjourn the House until the Senate has had a chance to debate Missouri's admission and the Talmadge amendment.

When the simulation director announces it is December, 1819, you once more allow for continuing debate by House members over the issue of the admission of Missouri into the Union. The issue has become even more complicated since February due to the request of Maine, but not Missouri, is admitted into the Union insofar as the House is concerned. Adjourn the House after Maine is admitted. The Senate will then take up the issue of Maine's admission and the thorny Missouri question.

After the Senate debate over the admission of Maine and Missouri, allow about 10 minutes debate by House members over the Senate's bill which admits Maine into the Union but which admits Missouri without the Talmadge amendment. However, the House refuses to go along with the deletion of the Talmadge amendment. After the vote is taken, adjourn this session. The simulation once more returns to the Senate.

After the simulation director announces that the House is in session to discuss Missouri's proposed constitution, allow for about 15 minutes debate over the provision in Missouri's proposed constitution which excludes Negroes from entering the state. Then ask for a vote on the provision (which loses). Afterwards, introduce your own compromise to House members: "To admit Missouri upon the condition that its legislature will solemnly promise that no interpretation ever be placed on the clause in question which will in any way impair the rights of the citizens of the United States." Call for a vote on your provision. It passes. Adjourn the House. The Senate will then vote on the proposed compromise.

Role 2

Role: James Talmadge, Congressman from New York

Time: February, 1819 - March, 1820

Place: United State House of Representatives

After your fellow Congessmen have briefly debated Missouri's admission into the Union on February 13, 1819, you propose an amendment, the Missouri enabling bill: "Further introduction of slavery or involuntary servitude be prohibited, and that all children born within the said State after the admission thereof into the Union shall be free at the age of twenty-five."

Role 4

Role: Congressman who opposes the extension of slavery

Time: February, 1819 - March, 1820

Place: United States House of Representatives

You are a free soiler. You believe in free enterprise and free states. You consider slavery a moral issue and are much opposed to the expansion of slavery. You support James Talmadge's amendment to the Missouri enabling bill.

If someone else does not present a bill to admit Maine in December, 1819, you do. You favor and support Maine's admission into the Union.

You oppose the Senate's bill for admission of Missouri without the Talmadge amendment.

You support and vote in favor of Henry Clay's compromise proposal.

Role 5

Role: Congressman who favors the extension of slavery

Time: February, 1819 - March, 1820

Place: United States House of Representatives

You come from a slave holding state. You believe slavery is required to maintain the Southern economy and the southern way of life. You oppose the bill submitted by Representative Tallmadge of New York.

When Maine is proposed as a candidate for admission into the Union you vigorously oppose for such admission and vote against Maine's admission into the Union.

You support Senator J. B. Thomas' proposal that Missouri shall be admitted without any restrictions upon slavery and, reluctantly, that the remaining portions of the Louisiana Territory lying north of parallel 36.30' shall never have slavery.

You support and vote in favor of the compromise made by Henry Clay, Speaker of the House of Representatives.

Role 6

Role: Daniel D. Tompkins, Speaker of the State

Time: February, 1819 - March, 1820

Place: United States Senate

You are a Senator from New York. As Speaker you assure that all views have an opportunity of being expressed concerning Missouri's request to be admitted into the Union. When the House of Representatives has adopted the Talmadge amendment as condtion to Missouri's admission into the Union, and the simulation director announces the Senate is in session in the Spring of 1819, you conduct the Senate debate over Missouri's admission and Congressman Talmadge's amendment. Allow for about 15 minutes debate - but do not allow any voting at this time. The scene now shifts back to the House where it now is December of 1819.

When the House completes its debate on the admission of Missouri and Maine, and the simulation director announces that it is now January, 1820, you open debate once more in the Senate on the admission of Missouri which has become more complicated due to Maine's request for admission into the Union during the intervening period. After about 15 minutes you take a vote in which Maine is admitted into the Union as is Missouri - but without the Talmadge amendment prohibiting slavery. The scene then once more shifts back to the House.

After the House rejects Missouri's admission into the Union without the Talmadge amendment, the scene shifts back to the Senate where you recognize Senator J. B. Thomas of Illinois who puts forth a compromise acceptable to both the Senate and the House.

After both Maine and Missouri are admitted into the Union, and the House has put forth Representative Henry Clay's compromise on Missouri's proposed Constitution, you convene the Senate by asking that members vote on the proposal "To admit Missouri upon the condition that its legislature will solemnly promise that no interpretation will ever be placed on the clause in question which will in any way impair the rights of the citizens of the United States." After allowing for a very brief debate, call for a vote...which easily passes. Adjourn the Senate session. The simulation is completed.

Role 7

Role: Senator who opposes the extension of slavery

Time: February, 1819 - March, 1820 '

Place: United States Senate

You are a free soiler. You believe in free enterprise and free states. You consider slavery a moral issue and are much opposed to the expansion of slavery. You support James Talmadge's amendment to the Missouri enabling bill.

You favor and support Maine's admission into the Union.

You oppose the Senate's bill for admission of Missouri without the Talmadge amendment.

You oppose Senator J. B. Thomas' bill to admit Missouri without any restrictions on slavery.

You vote in favor of the compromise offered by Henry Clay of the House of Representatives.

Role 8

Role: Senator who favors the extension of slavery

Time: February, 1819 - March, 1820

Place: United States Senate

You come from a slave holding state. You believe slavery is required to maintain the southern economy and the southern way of life. You oppose the bill submitted by Representative Tallmadge of New York. You reject his amendment and instead pass the original bill admitting Missouri into the Union without amendment.

When the subject of admitting Maine into the Union is taken up, if someone else in the Senate does not move for admission, you do. You vigorously tie Maine's admission in the ensuing debate with the admission of Missouri but without the Tallmadge amendment. You only support the admission of the two states without the Tallmadge amendment.

You support Senator J. B. Thomas' proposal that Missouri shall be admitted without any restrictions upon slavery and, reluctantly, that the remaining portions of the Louisiana Territory lying north of parallel 36.30 shall never have slavery.

You support and vote in favor of the compromise offered by Representative Henry Clay to Missouri's Constitution.

Role 9

Role: Senator J. B. Thomas of Illinois

Time: February, 1819 - March, 1820

Place: United States Senate

When the House of Representatives rejects the Senate's bill for the admission of Missouri without the Tallmadge amendment in the spring of 1820, and the simulation director mentions your name as offering a compromise, you offer the following amendment to the Senate for its consideration:

1. Missouri shall be admitted without any restrictions upon slavery.
2. The remaining Louisiana Territory lying north of parallel 36.30' shall never have slavery.

NEWS BULLETIN

MARCH 3, 1820

PRESIDENT, JAMES MONROE,
SIGNS INTO LAW.

Admitting Maine with a constitution forbidding slavery, and authorizing the people of Missouri to adopt a constitution legalizing or prohibiting slavery, as they may choose, and apply for admission to the Union.

TREATY OF GUADALUPE HILDALGO

INTRODUCTION

The Treaty of Guadalupe-Hildalgo was negotiated in 1848 between Mexico and the United States. With the treaty the Mexican/American War was concluded.

The negotiations for peace between Mexico and the United States were at first unsuccessful. As a result, General Winfield Scott captured Mexico City in an eight day campaign. This brought the Mexican back to serious bargaining at the bargaining table. However, Nicholas P. Trist, Chief Negotiater for the United States, without authority to do so, resumed negotiations which concluded with the Treaty of Guadalupe-Hildalgo.

OBJECTIVES

As participants in the "Treaty of Guadalupe-Hildalgo," each student will:

1. Research the historical period of 1830-1848 in the United States with respect to the "westward movement" and "manifest destiny."
2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation. As a consequence, each student will:
1. Learn what some of the factors were which resulted in the westward movement.
2. Learn the meaning and associated feelings of "manifest destiny."
3. Learn the causes and ultimate outcome of the Mexican/American War.
4. Learn what the Treaty of Guadalupe-Hildalgo was and its significance to both the United States and Mexico.
5. Learn what body must consent to treaties agreed to by a United States President.

STRATEGY

Preparation

Say to the students that they are to research the period 1830-1848 in the United States with respect to the "westward movement" and "manifest destiny." Further state for this period they are to particularly study the personalities and deeds of James Buchanan, William L. Marcy, John Y. Mason, James K. Polk, Winfield Scott, Isaac Toucey, Nicholas P. Trist, Robert J. Walker, and Antonio Lopez de Santa Anna of Mexico. Tell students that their study will culminate in a simulation.

After the students have had several days opportunity to study their general assignment, assign the following specific roles to those students who are most likely to best fit the character:

President James K. Polk

James Buchanan

William L. Marcy

John Y. Mason

Isaac Toucey

Nicholas P. Trist

Robert J. Walker

One quarter remainder of class assigned as Cabinet members who are to oppose sending the Treaty of Guadalupe-Hildalgo to the Senate for ratification consideration.

Remainder of class assigned as Cabinet members who are to favor sending the Treaty of Guadalupe-Hildalgo to the Senate for ratification consideration.

Announce to the class when the simulation is to be conducted.

Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role

be written in pencil before-hand. This will save considerable time when the simulation is conducted. By writing the names on role cards in pencil, names can be easily erased and reused over and over again.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves back in the United States in the year 1848 when the Mexican/American War was occurring.

1. Write on the chalkboard: "Cabinet Meetings, February 3-July 3, 1848"
2. State: "President Polk has convened his Cabinet for a series of meetings to discuss the pros and cons of ratifying the Treaty of Guadalupe-Hildalgo negotiated by Nicholas P. Trist and, without authorization to do so, signed by Trist on February 2, 1848."
3. Pass out Role Card 1 to President James K. Polk. Tell him to assume his role just as soon as you sit down.
4. Pass out Role Card 2 to Nicholas P. Trist.
5. Pass out Role Card 3 to James Buchanan.
6. Pass out Role Card 4 to William L. Marcy.
7. Pass out Role Card 5 to John Y. Mason.
8. Pass out Role Card 6 to Isaac Toucey.
9. Pass out Role Card 7 to Robert J. Walker.
10. Pass out Role Card 8 to about one-quarter of the class who have not yet received role cards - Cabinet members who are <u>opposed</u> to sending the treaty to the Senate for their ratification consideration.
11. Pass out Role Card 9 to the remainder of the class who have not yet received a role card - Cabinet members who <u>favor</u> sending the treaty to the Senate for their ratification consideration.
12. Sit down, President Polk assumes his role. Debate begins.

13. After debate appears to be no longer productive, change date on chalkboard to "July 4, 1848." When you do this, President Polk will shortly call for a vote on the question, "Should the Treaty of Guadalupe-Hildalgo be sent to the Senate for their ratification consideration?"

14. When the simulation is concluded, ask that all role cards be returned to you.

Review, Summarization, and Reinforcement

1. Ask the students what they liked about the simulation.
2. Ask the students how the simulation could have been improved.
3. Ask the students what they learned from the simulation.
4. Ask what some of the factors were which resulted in the westward movement.

   Desire for cheaper and better land, more freedom, greater economic opportunities, adventure. It was a movement of the population from the eastern seaboard to the Pacific Coast from the colonial period to the end of the 19th century. Unique to the United States, this movement has always been considered to have strongly affected American history in the fields of economics, finance, culture, political reform, and the characteristics of the American personality.

5. Ask what was "manifest destiny."

   The doctrine in the 1830's and 40's that held that it was the clear and inevitable lot of the United States to absorb all of North America.

6. Ask what some of the more important causes were of the Mexican/American War.

   Essentially the chief cause of the Mexican/American War was the national feeling of manifest destiny. There also was the practical desire of the South to expand cotton growing territory, and thus slavery. In addition, there was the desire to bring Texas into the Union.

7. Ask what the Treaty of Guadalupe-Hildalgo was.

   Signed by President James K. Polk on July 4, 1848, with reluctance

and reservations, it provided for the cession of the territories of New Mexico and Utah for which the United States paid $15 million, and the annexation of California. Mexico simultaneously agreed to recognize the prior annexation of Texas by the United States and the establishment of the Rio Grand River as the definitive boundary line between the two nations.

8. Ask who must consent to the President's signing of treaties with foreign powers.

   The United States Senate

9. Ask why the treaty negotiated by Nicholas P. Trist was not enthusiastically accepted by the President, most of his Cabinet, and many American citizens.

   The President, many of his Cabinet members and members of Congress, as well as many ordinary citizens believed the treaty should have provided for far more territory for the United States.

10. Ask students what they believe Mexican feelings must have been with respect to the Treaty of Guadalupe-Hildalgo.

    Like the Americans, they too, were not enthusiastic over the terms of the treaty...but obviously for different reasons. They gave up considerable territory for a small pittance - $15 million for vast territories. They were forced, almost literally at the point of a gun to agree to the terms since American troops were in Mexico City at the time.

STUDENT MATERIAL

Role 1

Role: James K. Polk, President of the United States of America

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 3 - July 4, 1848

You are hesitant over whether or not to accept the Treaty of Guadalupe-Hildalgo which was signed without you authorization by your representative, Nicholas P. Trist. You believe more land than was negotiated for by Trist should be insised upon. But you are finding it increasingly difficult to keep Congressional support for continuing the war with Mexico. You realize that your signing of the treaty would provide a means for ending what was becoming an unpopular war.

You assume your role as soon as your simulation director sits down by

asking the members of your Cabinet for their opinion and advice as to whether or not you should send the treaty to the Senate for their ratification consideration.

When the simulation director changes the date on the chalkboard to "july 4, 1848," you ask for any final comments by members of your Cabinet - and then call for a vote as to whether you should or should not send the treaty to the Senate. You agree to abide by the majority vote of the members of your Cabinet.

Role 2

Role: Nicholas P. Trist, Negotiater of the Treaty of Guadalupe-Hildalgo

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 16 - July 4, 1848

You vigorously detail the terms and defend the Guadalupe-Hildalgo treaty you negotiated and subsequently signed on February 2, 1848.

You attend all Cabinet meetings beginning about two weeks after you signed the treaty upon returning from the negotiations (about 15 minutes after the Cabinet debates begin). You answer all questions put to you but since you are not a member of the Cabinet, you cannot vote.

Role 3

Role: James Buchanan, Secretary of State

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 3 - July 4, 1848

You vigorously advise President Polk to not accept the Treaty of Guadalupe-Hildalgo or to send it to the Senate for their consent.

You are very angry with Nicholas P. Trist for not breaking off negotiantions with the Mexicans. When Trist appears at the Cabinet meeting, you sharply quiz him as to why he exceeded his authority by signing an agreement not agreed to by you and the President. You further grill him as to why he made such generous concessions, why he did not insist on including more Mexican territory in the agreement, why he did not break off negotiations when it was obvious, before General Scott's occupation of Mexico City, that the Mexicans were dragging their feet on reaching any realistic agreement.

Role 4

Role: William L. Marcy, Secretary of War

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 3 - July 4, 1848

You are very angry at Nicholas P. Trist for not breaking off negotiations with the Mexicans. When Trist appears at his first Cabinet meeting, you sharply quiz and rebuke him. You believe he did not insist upon enough territory and that the United States should not pay $15 million for the territory agreed to.

However, you advise President Polk to accept the treaty since it had been made. You believe signing the treaty, albeit not the best one that could have been obtained, might end the ongoing war and rally solid Democratic support behind recent military gains during recent days, thus it would be best to act now on the treaty.

Role 5

Role: John Y. Mason, Secretary of the Navy

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 3 - July 4, 1848

You are very angry with Nicholas P. Trist for not breaking off negotiations with the Mexicans. You believe he not only was unauthorized to continue negotiations with the Mexicans, but struck a poor bargain with them.

Reluctantly, though, you advise President Polk to accept the Treaty of Guadalupe-Hildalgo so as to bring a speedy end to what has now become an unpopular war to many Americans. You further declare that demands can be made of the Mexicans for more land at a later date.

Role 6

Role: Isaac Toucey, Attorney General

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 3 - July 4, 1848

You are very angry at Nicholas P. Trist for not breaking off negotiantions with the Mexicans. You believe he not only was unauthorized to continue negotiantions with them after General Scott was forced to capture Mexico City, but that he agreed to too little in the way of land and too much in the way of money.

You, nevertheless, advise President Polk to sign the Treaty of Guadalupe-Hildalgo since such a signing would provide the means to bring the war with the Mexicans to a speedy conclusion. You point out to the President that the Whigs are now demanding a complete halt to the war, that Van Buren's followers were becoming more outspoken against the President's westward expansion policies. You also remind the President, in detail, of the provisions of the Wilmot Proviso.

Role 7

Role: Robert J. Walker, Secretary of the Treasury

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 3 - July 4, 1848

You are very angry with Nicholas P. Trist for not breaking off negotiations with the Mexicans. However, you strongly believe he gave too much for too little in return. You are reluctant to see $15 million go out of the treasury for what you believe is a needless and wasteful expenditure.

You strongly advise the President against accepting the treaty or of sending it to the Senate for their ratification consideration.

Role 8

Role: Cabinet Member

Place: The White House, Cabinet Meetings, Washington, DC

Time: February 3 - July 4, 1848

You are strongly opposed to sending the Treaty of Guadalupe-Hildalgo to the Senate for their ratification consideration. You urge President Polk not to sign the agreement made by Nicholas P. Trist. When the President asks for those opposed to sending the agreement to the Senate, you vote against it being sent.

Role 9

Role: Cabinet Member

Place: The White House, Washington, DC

Time: February 3 - July 4, 1848

You favor sending the Treaty of Guadalupe-Hildalgo to the Senate for their ratification consideration. Though you believe Nicholas P. Trist was not authorized to continue negotiating with the Mexicans after General Scott captured Mexico City, you nevertheless believe the treaty negotiated was a resonably good one. You advise the President that the war is beginning to divide the country, therefore he should end the war. When the President asks for those in favor of sending the agreement to the Senate for their ratification consideration, you vote in favor of it being sent.

THE COMPROMISE OF 1850

INTRODUCTION

The Compromise of 1850, also known as the Omnibus Bill of 1850, was submitted by Henry Clay as the last of his three great compromises. The Act resulted from the conflict arising out of the petition of California for admission into the Union as a free state. As ultimately adopted the Act provided for California's admission as a free state, the division of the Mexican cession into the territories of New Mexico and Utah based on the principle of popular sovereignty, the abolition of the slave trade in the District of Columbia, a stricter fugitive slave law, and a reduction in the size of the state of Texas. In addition a payment of $10 million was made to Texas by Congress, theoretically as compensation for the Texas war debt accrued prior to 1845. The law was bitterly contested in the Senate, being opposed by John Calhoun and supported by Daniel Webster.

OBJECTIVES

As participants in The Compromise Act of 1850 simulation, each student will:

1. Research the historical period of 1820-1850 with respect to westward expansion of the United States of America.
2. Research the role to which he/she is assigned.
3. Actively involve himself/herself in the simulation.

As a consequence, each student will:

1. Better understand the views of those who favored and of those who opposed slavery during the nation's first half century of existence.

2. Realize that to categorize "all" white people's ancestors as racists simply is not historically accurate.
3. Learn what The Compromise Act of 1850 was.
4. Realize what would have happened to the United States had a compromise not been reached between North and South.
5. Better understand what the strengths and weaknesses of a compromise are.

STRATEGY

Preparation

Say to the students that they are to research the historical period of 1820-1850 with respect to the westward expansion of the United States of America.

Further state for this period they are to particularly study The Compromise Act of 1850.

Tell the students that their research will culminate in a simulation, that it will result in an often heated debate in the Senate in 1850.

After the students have had a sufficient amount of time to study their general assignment, assign the following specific roles to those students who are most likely to best fit the role:

Millard Fillmore

Jonn Calhoun

Henry Clay

Daniel Webster

Southern Senator who puts the South above the Union (about 30 percent of the class)

Southern Senator who puts the Union above the South (about 20 percent of the class)

Northern Senator who puts the North above the Union (about 30 percent of the class)

Northern Senator who puts the Union above the North (about 20 percent of the class)

Announce to the class when the simulation will be conducted. Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Moreover, by simply erasing the names on the role cards after the simulation has been conducted and role cards returned, they can be used over again a number of times without the necessity of preparing a replacement card.

The Simulation

Ask the students to "live" their roles, to become involved, and to imagine themselves in the Senate in 1850. State the Senate is in session to act on a petition requesting that California be admitted into the Union as a state. Further state that this petition is creating heated debate in the Senated as to what the slavery status of the new state is to be, if admitted. This debate is particularly heated because currently of the 30 states in the United States 15 are without slavery and 15 are slave states.

1. Write on the chalkboard, "The United States Senate, Washington, DC, December, 1849 - September, 1850"
2. Pass out Role Card 1 to Millard Fillmore.
3. Pass out Role Card 2 to John Calhoun.
4. Pass out Role Card 3 to Henry Clay

5. Pass out Role Card 4 to Daniel Webster.
6. Pass out Role Card 5 to Southern Senators who put the South above the Union (about 30 percent of the class).
7. Pass out Role Card 6 to Southern Senators who put the Union above the South (about 20 percent of the class).
8. Pass out Role Card 7 to Northern Senators who put the North above the Union (about 30 percent of the class).
9. Pass out Role Card 8 to Northern Senators who put the Union above the North (about 20 percent of the class).
10. Sit down. When you do Millard Fillmore, as President of the Senate, will open the Senate debate on the application of California to be admitted into the Union.
11. Near the end of the simulation, after Henry Clay has made his compromise proposal, and john Calhoun and Daniel Webster have had the opportunity to respond to it, silently pass out newpapers to everyone in the Senate announcing the death of President Zachary Taylor.
12. Millard Fillmore, now President of the United States, excuses himself from the Senate to take his oath of office and to assume his new responsibilities. You step forward as president pro tem of the Senate and call for the vote on Henry Clay's compromise. It passes. The simulation is concluded.
13. Request that all simulation role cards are returned to you in an orderly manner: first call for Role Card 1, then Role Card 2, Next Role Card 3...

Review, Summarization, and Reinforcement

1. When the simulation is completed, ask the students what they liked about it.
2. Ask the students how the simulation could have been improved.
3. Ask the students what they learned from the simulation.
4. Ask the students what The Compromise Act of 1850 was.

> The Act contained a series of five measures passed by the US Congress in September, 1850 in an effort to settle outstanding issues involving slavery and to avert the threat of disunion. It was Henry Clay, Senator from Kentucky, known as "The Great Compromiser," who introduced these compromise measures which were intended to give some satisfaction to both the slavery and antislavery groups. These bills provided for the admission of California with the constitution it had already adopted, the organization of the remaining part of the Mexican cession into the territories of New Mexico and Utah without any provision concerning slavery, a new and more rigorous law for the return of fugitive slaves, the prohibition of the slave trade in the District of Columbia, and the assignment to New mexico of the territory in dispute with Texas, giving the latter compensation in the form of the assumption by the federal government of Texan debts to the amount of $10 million. The outcome was accepted by moderates in all sections, and the secession of the southern states had been postponed for a decade.

5. What likely would have happened to the United States had a compromise not been reached between the North and the South?

> Many historians are of the opinion that if not civil war, then separation of the North and the South would have occurred in 1850 instead of 1861.

STUDENT MATERIAL

Role 1

Role: Millard Fillmore, Vice President of the United States and President of the United States Senate

Time: December, 1849 - September, 1850

Place: United States Senate, Washington, DC

You are a strong free-soiler but you are in favor of the compromise in order to save the Union. You side with the views of the North.

When the simulation director sits down you take your place in front of the Senate as President of the Senate and announce that the purpose of this session of the Senate is to consider California's application for admission into the Union.

You inform Senate members that President Taylor wants California admitted into the Union as a free state.

You will first recognize John C. Calhoun. You will allow about 15 minutes general debate after Calhoun speaks, but keeping the debate orderly.

after about 15 minutes debate has occurred over Henry Clay's compromise proposals recognize John Calhoun again for further remarks. After Senator Calhoun finishes, call on Daniel Webster for his views.

When Daniel Webster completes his famous seventh of March speech you receive a newspaper announcing the death of President Zachary Taylor. Just as soon as you are given a copy of the "Extra" you excuse yourself to take your oath of office and to assume you presidential duties (take a seat in the rear of the room).

Role 2

Role: John C. Calhoun, Senator from South Carolina

Time: December, 1849 - September, 1850

Place: United States Senate, Washington, DC

You are now 68 years old and very concerned about the possible extinction of the southern way of life. As a southerner you fervently believe that the North is trying to take advantage of the South.

You are the first to speak when President of the Senate, Millard Fillmore, President of the Senate opens debate on California's request for admission into the Union. You argue that you are opposed to the admission of California if it in any way weakens the political strength, power, and rights of the South.

After Henry Clay proposes his compromise, and a short debate follows, you are once more called upon to make your impassioned speech of March 4, 1850. In it you declare that if the Union is to be saved, the North must save it. Slavery must be allowed. The Fugitive Slave Law must be made stronger. If the north is not willing to abide by these wishes of the South, then the only possible way out for the South is secession.

Role 3

Role: Henry Clay, Senator from Kentucky

Time: December, 1849 - September, 1850

Place: United States Senate, Washington, DC

Now 73 years old, you present the last compromise of your three great compromises over the years which is to once more save the Union from dissolution. You present your bills of compromise when specifically called upon to do so by Millard Fillmore, President of the Senate, with respect to the admission of California into the Union. You are called upon after John C. Calhoun has presented the southern position and a short debate on these views have been heard.

You propose that the following resolution should be adopted:

1) that California be admitted as a free state

2) that the territorial governments set up in the remainder of the Mexican cession (Utah and New Mexico) decide for themselves whether slavery should be permitted or abolished

3) that the western boundary of Texas be fixed as to exclude "any portion of New Mexico"

4) that in return for this concession, the United States would assume that portion of the public debt of Texas contracted before annexation

5) that slavery within the District of Columbia not be abolished without the consent of Maryland and the residents of the District, and "without just compensation to the owners of slaves within the District

6) that slave trading be prohibited in the District of Columbia

7) that a stricter fugitive slave law be adopted

8) and that henceforth Congress would have no power to promote or obstruct the trading in slaves between slaveholding states.

Role 4

Role: Daniel Webster, Senator from Massachusetts

Time: December, 1849 - September, 1850

Place: United States Senate, Washington, DC

You are a member of the free-soil party. You want California admitted into the Union as a free state. You are against slavery. You want any new territories which are admitted into the Union to be allowed to decide for themselves whether they wish to be free or slave states. You believe that once slaves reach the North they should remain free and should not be returned to their owners. You want that part of Texas which is claimed by the territory of New Mexico to be given to the North and it is the only right and just position to take. Until John C. Calhoun speaks for a second time threatening secession, you are uncompromising in your debate.

After John C. Calhoun has spoken twice - once prior to Henry Clay - and once after Clay has proposed his bills of compromise, you are specifically called on by Millard Fillmore, President of the Senate, to deliver your famous seventh of March speech in which you change your position and now support the Compromise. You fervently believe the Union must be preserved at all costs. You call upon all your fellow senators to support the measures presented by Henry Clay.

Role 5

Role: Southern Senator who puts the South above the Union

Time: December, 1849 - September, 1850

Place: United States Senate, Washington DC

You do not want California admitted into the Union unless it is admitted as a slave state.

You want a new stronger Fugitive Slave Law. You want runaway slaves returned to their rightful owners.

You believe that the slave state of Texas is being taken advantage of. Texas should not be made to give their western land to the territory of New Mexico.

You want slave trade to be allowed to continue in all slave states, including the District of Columbia.

You argue in the Senate debate over the admission question of California into the Union that the southern way of life must be preserved at all costs, even if it means secession.

Role 6

Role: Southern Senator who puts the Union above the South

Time: December, 1849 - September, 1850

Place: United States Senate, Washington, DC

You do not want California admitted to the Union unless it is admitted as a slave state.

You want a stronger Fugitive Slave Law. You want runaway slaves returned to their rightful southern owners.

You believe that the state of Texas is being taken advantage of. Texas should not be made to give their western land to the territory of New Mexico.

You want slave trade to be allowed in all of the slave states, including the District of Columbia.

Though you want the southern way of life to be preserved, and fight for this view in Senate debates, you are willing to consider compromise proposals in order to save the Union.

Role 7

Role: Northern Senator who puts the North above the Union

Time: December, 1849 - September, 1850

Place: United States Senate, Washington, DC

You want California admitted to the Union as a free state.

You are against slavery.

You want any new territories which are admitted to the Union to be allowed to decide for themselves whether they are to be free or slave states.

You strongly believe that once slaves reach the North, by whatever means, they should be allowed to remain free and should not be forced to return to their owners.

You want that part of Texas which is claimed by the territory of New Mexico to be given to the territory of New Mexico.

You feel that the position of the North is the only right and just position to take. When it comes time to vote on Henry Clay's compromise proposals, vote as you believe the Senator whose role you are performing likely would have voted.

Role 8

Role: Northern Senator who puts the Union above the North

Time: December, 1849 - September 1850

Place: United States Senate, Washington, DC

You want California admitted to the Union as a free state.

You are against slavery.

You want new territories which are admitted to the Union to be allowed to decide for themselves whether the wish to be admitted as free or as slave states.

You believe it is only morally right that when a slave reaches the North he should be allowed to remain there as a free person and should not be required to be return to his former slave master.

You want that part of Texas which is claimed by the territory of New Mexico to be <u>given</u> to the territory of New Mexico.

Though you staunchly defend you northern views in the debate over California's request for admission into the Union, so as to preserve the Union you will support all of Henry Clay's compromise proposals.

THE KANSAS / NEBRASKA ACT

INTRODUCTION

Today, January 3, 1854, you will be present in the 33rd Congress as President Franklin Pierce gives his state of the Union message. After the President's address, the floor will be given to Stephen A. Douglas. He will present his new bill for "popular sovereignty," the freedom of each state to decide for itself whether to be slave or free. His plan will nullify the "Missouri Compromise" of 1820 which admitted Missouri as a slave state and Maine as a free state, thus keeping a balance in the Union, and provided that slavery should be excluded from all the Lousiana Purchase Territory north of latitude 36°30' except Missouri itself.

The issue of popular sovereignty will be debated in Congress until May 4, 1854. During this time you will meet the important men of the times: President Franklin Pierce, Sam Houston, Stephen A. Douglas, Salmon P. Chase. You will hear their ideas, feel their passions for their causes and participate in a final vote on these issues which ultimately paves the way for the Civil War.

OBJECTIVES

The educational objectives of this simulation include the following:

1. Learn what the Kansas/Nebraska Act was.
2. Learn what the Missouri Compromise was.
3. Gain insight into Northern feelings regarding slavery.
4. Gain insight into Southern feelings regarding slavery.
5. Gain insight into the antecedents of the Civil War.

STRATEGY

Preparation

Say to the students that in the (next) class session they will take part in a simulation concerning the Kansas/Nebraska Act. State that they are to review (or study) the Act and the conditions and feelings about slavery in the country in the 1850's. Moreover, state they are to study the positions taken on the Act by the following men: Sam Houston, Salmon P. Chase, Franklin Pierce, and Stephen A. Douglas.

Prepare role cards for each member of the class. It is recommended that on the back of each card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Try to place individuals in the roles they will be best suited for.

The Simulation

Ask the students to "live" their roles, to become involved and to imagine themselves back in 1854 just a few short years before the disastrous Civil War.

1. Write on the chalkboard: "Congress: January 3, 1854."
2. State: "The joint houses of Congress have convened to hear President Franklin Pierce make his state of the Union Address. Each of you are here as members of the 33rd Congress."
3. Pass out Role 1 to the President Pro Tem of the U.S. Senate. (Tell President Pro Tem to assume his role in front of the class after you sit down.)

4. Pass out Role 2 to Franklin Pierce, President of the United States. (Tell President Pierce to perform his role when called on by the President Pro Tem of the Senate.)
5. Pass out Role 3 to Stephen A. Douglas.
6. Pass out Role 4 to Salmon P. Chase.
7. Pass out Role 5 to Sam Houston.
8. Pass out Role 6 to approximately 60 percent of your class who have not had specific assigned roles.
9. Pass out Role 7 to approximately 40 percent of your class hwo have not had specific assigned roles.
10. Sit down and wait for the President Pro Tem to assume his role.
11. The President Pro Tem is to call on President Franklin Pierce to deliver his State of the Union Address (January 3, 1854).
12. The President Pro Tem reconvenes the Senate who recognizes Stephen Douglas. After Douglas' presentation, discussion and debate (10-15 minutes), the President Pro Tem adjourns the Senate until January 23, 1854 (at least 5 minutes).
13. Pass out Folder A to all members of the Senate.
14. The President Pro Tem reconvenes the Senate (January 23, 1854) in which he recognizes Stephen Douglas. Later, after much debate, Senator Salmon P. Chase is granted a postponement on any voting until the Senate reconvenes on January 30, 1854 (at least 5 minutes).
15. The President Pro Tem reconvenes the Senate on January 30, 1854, and allows Stephen A. Douglas to begin the debate. The debate continues until May 4, 1854.

16. The President Pro Tem finally calls for a roll call vote on May 4, 1854. (The voting should show the enactment of the Kansas/Nebraska bill by a small margin--thus paving the way inexorably to the Civil War beginning in 1860.)

17. Ask that all simulation roles be returned.

Review, Summarization and Reinforcement

1. Ask the students what they liked about the simulation.

2. Ask the students how the simulation could have been improved.

3. Ask the students what they learned from the simulation.

4. Ask what the Kansas/Nebraska Act was:

> A proposal by Stephen A. Douglas which had the effect of nullifing the Missouri Compromise, which since 1830, had been regarded as a settlement of the slavery question in the Louisiana Purchase Territory. By creating territories of Kansas and Nebraska, it undid the sectional truce over the slavery issue. Each new territory was to be allowed to decide for itself if it would be free or slave.

5. Ask what the Missouri Compromise was:

> An enactment in 1820 which provided (1) that Missouri should be admitted as a slave state; (2) that Maine should be admitted as a free state, thus keeping slave and free states evenly divided in the Union; (3) that slavery should be excluded from all the Louisiana Purchase Territory north of latitude 36°30' except Missouri itself.

STUDENT MATERIAL

Role 1

You are President Pro Tem of the U.S. Senate. The joint houses of Congress have convened on January 3, 1854, to hear President Franklin Pierce make his State of the Union Address. You will introduce the President. (Ask Congress to rise.) After his speech, adjourn Congress until January 4 (the next day).

January 4 ... You call the Senate to order to recognize Stephen Douglas, Chairman of the Committee on Territories. Limit discussion and debate to 10 to 15 minutes, and adjourn until January 23 (at least 5 minutes).

January 23 ... Call Senate to order. Recognize Douglas to introduce the amended bill. Discussion and debate. Recognize Senator Chase who asks for week's postponement, which you grant. Adjourn until January 30 (at least 5 minutes).

January 30 ... Recognize Douglas to open Debate. Debate goes on until bill is voted on.

May 4, 1854.. Take a vote on the bill and record on chalkboard.

Role 2

You are President Franklin Pierce. You are addressing the 33rd Congress, meeting together for your first year in office. Deliver your State of the Union speech.

1. Defend your position and much criticized policies.

2. Explain why you believe in expansionism.

3. Explain why you believe possession of slaves is an "admitted right."

4. Explain why you have been interfering in intra-party fights within various states.

5. Explain your handling of federal patronage.

6. Explain why you believe in a lowering of the tariff (because the government's receipts are exceeding its expenditures).

7. Explain why you believe in the granting of public lands to railroad companies (for the purpose of building a railroad to the Pacific Coast).

During periods when Congress is adjourned, use your influence on Senators to get them to vote for the Kansas/Nebraska Act.

Role 3

You are Stephen A. Douglas, Senator from Illinois, and Chairman of the Committee on Territories. When Congress reconvenes on January 4, 1854, you immediately ask to be recognized to present a new bill. The bill is to organize a huge part of the Louisiana Purchase, the so-called Nebraska Territory. You believe in Popular sovereignty, so the bill says that when the territory be admitted as a state or states, each state constitution shall say whether or not it will be slave or free.

January 23 ... Ask to be recognized to propose the amended Kansas/Nebraska Act. It says:

1. The territory shall be divided into two parts, Kansas and Nebraska.

2. The decision for or against slavery shall be left to the people to decide.

3. The Missouri Compromise shall be inoperative and void, for it is inconsistent with the principles of non-intervention by Congress with slavery in states and territories.

January 30 ... Open the debate on the bill, and use every ability to convince the Senate to pass this bill. Stress #3 as a strong argument.

Role 4

You are Senator hase of Ohio. It is January, 1854. You were elected by Democrats and Free Soilers. You are:

1. Violently opposed to slavery.

2. Alarmed at the proposal to extend slave power.

3. Feel that the country should not break an agreement of 30 years standing.

4. Feel certain that a bill that nullified the Missouri Compromise would result in a slave holding belt from the Gulf of Mexico to Canada.

On January 23, when such a bill comes before the Senate, you ask for a week's postponement to muster support in fighting it. When it does open for debate, you must fight it diligently, for it opposes all you believe in.

1. You plead the sacredness of the Missouri Compromise.

2. You feel that free labor should not be exposed to slave labor competition.

3. You feel it would be wicked to reopen agitation on the subject of slavery.

Role 5

The time is January, 1854; you are Sam Houston, a member of the U.S. Senate from the state of Texas.

1. You believe it is imperative to stick to the Constitution and to the Union.

2. You are a slave holder.

3. You believe that it would take a sacrifice of millions of lives and all the treasures of the South to fight a war of independence from the North.

4. You remind the Senate that the area being discussed in the Kansas/Nebraska Act has been deeded tothe Indians in sacred treaty.

5. You would fight this bill for all these reasons and vote against it.

Role 6

The time is January, 1854. You are a member of the U.S. Senate. You believe:

1. In the owning of slaves.

2. That slavery hasn't reached its natural limits in the U.S.

3. That the Missouri Compromise is unconstitutional.

4. That people should be free to take slaves into any territory organized north of 36°30'.

5. That the best railroad route to the Pacific is through the South.

6. You would vote against any bill that didn't represent these beliefs, but would strongly support and vote for a bill that did.

Role 7

The time is January, 1854. You are a member of the U.S. Senate.

1. You are violently opposed to slavery.

2. You are alarmed at any proposal to extend slave power.

3. You feel certain that any bill which nullified the Missouri Compromise would result in a slave holding belt from the Gulf of Mexico to Canada.

4. You feel that it would be terrible for the country to break an agreement of 30 years standing.

5. You would fight and vote against any bill proposing these.

Northern Press
E X T R A

AN APPEAL OF THE INDEPENDENT DEMOCRATS IN CONGRESS TO THE PEOPLE OF THE U. S.

The Kansas-Nebraska Act is a gross violation of a sacred pledge. It is an act worthy of an accomplished architect of ruin, who with meditated bad faith is using it as a stepping stone to the presidency. This bill would result in a slaveholding belt from the Gulf of Mexico to Canada, and must be defeated if we are to preserve our nation.

Signed,

Salmon P. Chase
Charles Sumner
Gerrit Smith

FOLDER A

BEST COPY AVAILABLE

SOUTHERN SECESSION FROM THE UNION

INTRODUCTION

The purpose of this simulation is to aid students to better understand the reasons for secession by the South and the feelings engendered via the vehicle of the Florida Legislature during the period 1860-1861.

OBJECTIVES

The educational objectives of this simulations include the following:

1. Gain insight into the feelings of Southerners regarding the election of Arbaham Lincoln and why they felt as they did.
2. Gain an understanding of how a state legislature operates.
3. Learn which state was the first to secede from the Union, and which was among the last to do so.

As a result of the Southern Secession from the Union simulation each student should:

1. Learn to more ably express himself verbally and visually.
2. Understand that every political issue has several differing points of view and that without compromise seldome does anyone gain.
3. Gain insight into complexity and characteristics of the decision making process as well as the danger of becoming entrapped by emotions.
4. Realize that the toleration and the airing of other viewpoints, and moderation in expressing one's own view, generally achieves the best result.

STRATEGY

PREPARATION

Say to the students, "The purpose of this simulation is to help us to gain a better understanding of Southern attitudes and feelings toward the election of Abraham Lincoln, the Union, slavery, and the Southern way of life."

The Simulation

1. Pass out Role A to 5 persons if your group consists of less than 25 students; pass out Role A to 6 persons if you do not use Role AAA in your simulation. Pass out Role A to 9 persons if your group consist of 25 or more students; pass out Role A to 10 persons if you do not use Role AAA in your simulation.

   It is recommended that on the back of each role card the name of the individual assigned to the role be written in pencil beforehand. This will save considerable time when the simulation is conducted. Try to place individuals in the roles they will be best suited for.

2. Pass out Role AA. Choose a strongly uninhibited personality for this role. Write individual's name on the back of the AA Role card in pencil beforehand.

3. Pass out Role B to 5 persons if your group is less than 25, to 9 persons if 25 or more.

Write on the back of each role card the name of the assigned individual in pencil so as to save time and to ensure a more carefully thought out distribution of students. Do this for all remaining roles as well.

4. Pass out Role BB. Choose a strong, outspoken, idealistic personality for this role.
5. Pass out Role BB. Choose a recognized leader who is impartial, mature, and who has some knowledge of parliamentary procedures.
6. Pass out Role D to all those who have not previously been assigned a role.
7. Simulation director states to the group that it is very important that each person play the role assigned to him as completely as possible. The group should attempt to "live" their role in order to get maximum benefits from the learning experience.
8. Simulation director calls the Speaker of the Florida Legislature up in front of the group. Director then states that the time is December 2, 1860 (write date on the chalkboard), Abraham Lincoln has been elected President of the United States, that Lincoln's election can only mean secession. Director then turns the simulation over to the Speaker of the Legislature.
9. The Speaker asks, "Is there any business to be brought before this session of the legislature?"
10. After about 5 minutes the simulation director directs the Speaker to call a 5 minute adjournment. During the adjournment , director passes out Card 1, Florida News, December 3, 1860 to every simulation participant.
11. Speaker states, "Is there any business to be bought before this December 3, 1860 session of the legislature?"

12. After about 15 minutes, simulation director directs the Speaker to adjourn the legislature for about 5 minutes. During the adjournment the director passes out card 2, Florida News, December, 1860 to every simulation participant.

    If the group you are directing is a mature, advanced senior high school group (and if you have the advance approval of your principal-highly recommended) give Role AAA to holder of Role AA at this time along with a toy cap pistol. College instructors at this time give out Role AAA to holder of Role AA along with a cap pistol. Talk to holder of Role AAA either before the simulation itself or, if now, in a surreptitious manner. Explain to role holder that if secession fails, to assasinate the Speaker and one other (an outspoken advocate for remaining in the union).

13. Speaker writes on the chalkboard, "December 20, 1860" and then asks,"Is there any business to be brought before the Legislature?"
14. After about 30 minutes, simulation director directs the Speaker to adjourn the Legislature for about 10 minutes. During this adjournment the director passes out Card 3, Florida News, January 3, 1861 to every participant.
15. Speaker writes on the chalkboard, "January 3, 1861" and then asks, "Is there any business to be brought before the Legislature?" He asks for a vote on the question, "Should Florida secede from the Union?"
16. If secession has not occurred, and holder of Role AAA has caused two assassinations ± incarceration of the assassin, director then appoints a new Speaker who in turn asks for another vote. Simulation director guides this step very carefully - naturally not allowing the two "dead" legislators or the assassin to vote.

17. Director requests the return of all simulation role cards and "newspapers."

If for some reason secession has not taken place (should be if roles have been properly played-by one vote), explain to the group that Florida did eventually secede along with the most other Southern states.

NOTE: The length of time of each legislative session should be adjusted according to the maturity of the group, the length of time available for simulation , etc. The simulation can be spread over several class meetings, if desired.

Review, Summarization, and Reinforcement

1. Ask the students what they like about the simulation.
2. Ask the students how the simulation could have been improved.
3. Ask the students what they learned from the simulation.
4. Ask if all the enactments of the simulation were factual. No. There was no assassination of legislators in Florida. But this fictional event, nevertheless, was illustrative of the strong feelings and high emotions of the time over the issue of secession. The voting for withdrawal from the Union also was not so close, though the debate was long and hard.
5. Ask which state was the first to withdraw from the Union . South Carolina was the first to officially do so.
6. Ask if Florida was one of the first to withdraw from the Union. No. Florida was one of the last to secede from the Union.

STUDENT MATERIAL

Role A

Role: Florida Legislature

Time: December, 1860- January, 1861

Place: Florida Legislature

You are in favor of slavery.

States' rights are more important to you than Federal rights.

You believe the recent election of Abraham Lincoln disastrous for the South. You believe the only solution for preserving the "Southern way of life" is by secession. You vigorously speak out for secession- and the sooner the better.

Role AA

Role: Florida Legislator

Time: December, 1860 - January, 1861

Place: Florida Legislature

You are a vigorous supporter of slavery and States' rights.

You are a demagogue and you are unscrupulous. Anyone who suggests in any way remaining in the Union or compromising you believe is a traitor to the South. You denounce such people by name-calling. You do not discuss issues, you only attack the motives and characters of those legislators who do not believe as you do.

Role AAA

Role: You are the same Florida Legislator as played in Roll AA

Time: December, 1860- January, 1861

Place: Florida Legislature

You are a demagogue legislator who has felt so passionately about the necessity of secession that you have at last become so mentally deranged as to become a paranoid. This condition has been precipitated due to the frustration felt over the fact that Florida Legislature has failed to immediately secede from the Union but rather to continue with what in your mind are ridiculous, Southern disloyalty debates.

Beginning on December 20, 1860 you start sending unsigned and threatening notes to those in the Legislature who are the most outspoken advocates for remaining in the Union.

You wait to see how the voting goes on the question of secession on January 3, 1861. If Florida fails to vote for secession, you believe you must carry out "God's" will" by assassinating in the Legislative Chambers the Speaker and the one most outspoken advocate of keeping Florida in the Union. Carry out" God's" will" if you must.

Role B

Role : Florida Legislator

Time : December, 1860- January, 1861

Place: Florida Legislature

You are in favor of slavery.

Federal rights are more important to you than States" rights.

Though you wish Lincoln had not been elected, you do not consider his election disastrous to the South.

You are opposed to secession under any conditions. You make strenuous efforts to prevent Florida from seceding. You are unwilling to compromise. You believe in preserving the Union at all costs.

Role BB

Role: Florida Legislator

Time: December, 1860- January, 1861

Place: Florida Legislature

You strongly oppose the institution of slavery. You believe slavery is immoral and a stain on the South. You believe Abraham Lincoln is right and that all slaves should be set free upon indemification of their owners.

You believe Lincoln's election good for the country and particularly for the South because his views prick the conscience of slaveholders and men of good will.

You favor the preservation of the Union at all costs and believe that secession would be disastrous not only for the country but for the South. You vigorously argue these views in the legislative chambers.

Role C

Role: Florida Legislator and Speaker

Time: December, 1860- January, 1861

Place: Florida Legislature

As Speaker of the Florida Legislature, you ensure that each member of the Legislature is treated impartially and that various points of views have equal opportunity of being expressed. As Speaker, you also act as the Parliamentarian. You only vote in case of ties.

You personally favor slavery. However, if it were a matter of giving up slavery pr preserving the Union, you would not hesitate for a moment to give up slavery- not only in new states- but even in Florida.

You do not permit any vote until January 3, 1861. You refuse to accept any motions on the question of secession stating that there must be thorough debate on this important question- that it is not time to act emotionally. A simple majority carries an issue.

December 2, 1860: State, after date is written on the chalkboard,"Is there any business to be brought before this session of the Legislature?"

Allow about 5 minute debate on the implication of Abraham Lincoln's just concluded election as it pertains to Florida and the South.

December 3, 1860: State, after date is written on the chalkboard, "Is there any business to be brought before this December 3, 1860 session of the Legislature?"

December 20, 1860: Write on the chalkboard, "December 20, 1860" and then ask, "Is there any business to be brought before the Legislature?"

Allow about 30 minutes for debate on the secession of South Carolina and the implications of this secession for the Union, Florida, and other Southern states. Adjourn the session.

January 3, 1861: Write on the chalkboard" January 3," 1861" and then ask," Is there any business to be brought before the Legislature?"

Allow secession debate to continue for as long as the debate seems to continue to be productive and/or time permits, then call for a vote requested to do so from the floor on the question, "Should Florida secede from the Union?" Vote by roll call and tally the results on the chalkboard.

Role D

Role: Florida Legislator

Time: December 1860 - January, 1861

Place: Florida Legislature

You are in favor of slavery.

You believe the election of Abraham Lincoln, though not necessarily disastrous for the South.

You believe in compromise and vigorously support proposals which will both preserve the Union and which will, at the same time, allow self-determination in new and existing states in regards to slavery.

DECEMBER 3, 1860

EXTRA

LINCOLN NOT TO ALLOW SLAVERY IN NEW STATES

Abraham Lincoln was reported today to state that under his Administration slavery would not be allowed in any new states. He was quoted as saying that where slavery now exists, it would be allowed to continue, however.

FLORIDA NEWS

DECEMBER 20. 1860

EXTRA

SOUTH CAROLINA SECEDES

The South Carolina Legislature, in special session yesterday, unanimously voted for secession. In a Declaration of Causes of secession, they stated among others the reason for seceding from the Union as abolitionism, aid to fugitive slaves, and the election of Lincoln, who had declare that "the nation could not live half-slave and half-free."

The Causes also stated that Republicanism is an organized, pwerful and vicious attack on property and states' rights.

Card 2

FLORIDA NEWS

JANUARY 3, 1860

EDITORIAL

AN OPEN LETTER TO THE FLORIDA LEGISLATURE

Led by South Carolina, and now the other sister states of Mississippi, Alabama, Georgia, Lousiana, and Texas, we stand alone from taking the glorious step of secession and forming a great Southern Confederacy.

There has been enough debate. It is time to act. The Southern way of life must be preserved. We can no longer keep our self-respect by having our states rights trampled on. Just as the English imposed unjust takes in the 1700's without representation, in the South today northern factory slave owners and their kind are trying to take away our just right of self-determination.

The South must be preserved. Bring this debate to a close so that the people of Florida and the South can rejoice in the streets in the dawn of a new day of freedom!

Card 3

IMPEACHMENT AND TRIAL OF ANDREW JOHNSON

'78

INTRODUCTION

Imagine yourself back in the year 1868, just after the most terrible of all kinds of war, a civil war. "Live" your roles in the aftermath of the American Civil War. Try to imagine and express the feelings of those whose role you will be playing.

OBJECTIVES

The educational objectives of this simulation include the following:

1. Learn what impeachment means.
2. Learn where impeachment proceedings originate in the case of a President.
3. Learn where an impeachment trial of a President is held.
4. Learn who serves as jurors at an impeachment trial of a President.
5. Learn how many votes are required to "convict" a President.
6. Learn the importance that a single vote may have.
7. Learn what Reconstruction was.
8. Gain an appreciation of how some men put principles above self.

STRATEGY

Preparation

Say to the students that in the (next) class session they will take part in a simulation concerning the Impeachment and Trial of President Andrew Johnson. State that they are to review (or study) about Reconstruction. Moreover, they are to study specific persons which you will assign. At the time of the simulation students are told to represent the views of the assigned person as accurately and

as forcefully as possible. State that it will be necessary to do a thorough job of research in order to play the role effectively.

Depending upon how much background the students already have will determine how much advance preparation the students should have. Even students who already are very well prepared should still be given at least one day's notice - a week's notice should be maximum. It is strongly recommended that on the back of each role card (which should be prepared by the teacher beforehand) the name of the individual assigned to each role be written in PENCIL (so cards can be erased and used again) beforehand. This will save considerable time when the simulation is conducted. Try to place individuals in the roles they would be best suited for.

The Simulation

State to the students to "live their roles, to become involved and to picture themselves back in 1868 just after the terrible Civil War - try to imagine what it was like.

1. State: The House of Representatives has just adjourned. You are on your way home. You buy the Washington Post.
2. Pass out Card 1 to all students.
3. As soon as all "newspapers" have been "sold" (passed out), go to the chalkboard and write "House of Representatives" and below it write, "February 23, 1868."
4. Pass out Card A. Ask the Speaker of the House to step to the front of the House Chamber to assume his role.
5. After the speaker has performed his role, allow about 5 minutes of informal discussion. Students should be beginning to get involved in the simulation.

6. Write "February 24, 1868" on the chalkboard.
7. Pass out Card B.
8. Pass out 10 Card C's.
9. Pass out Card A-1 and ask the Speaker to assume his role after you take your seat.
10. Pass out Card D to all students who have not previously been given a simulation instruction card - then sit down.
11. When the impeachment proceedings are concluded adjourn until the next class session. Remind students before adjournment that at the next class session the Trial of President Andrew Johnson will take place. (However, if your class meets for long time blocks, and if you wish move into the trial itself the same day, take about a 15 to 20 minute break at this time to set the mood and the conditions for the trial itself.)
12. Ask that all simulation cards be returned to you as students file out of the classroom.
13. Write on the chalkboard, "United States Senate" and below it write, "March 5 - May 26, 1868."
14. Pass out Card E.
15. Pass out Card F.
16. Pass out Card G.
17. Pass out Card H.
18. Pass out Card I.
19. Pass out Card J.
20. Pass out 13 Card K's according to the specific names of Radical Republican Senators your students were to research.
21. Pass out Card L.
22. Pass out Card M.

23. Pass out Card N.
24. Pass out Card O.
25. Pass out 4 Card P's according to the specific names of Senators your students were to research.
26. Pass out Card Q. Ask Supreme court Justice Chase to assume his role when you sit down.
27. Pass out Card R to all those who have not previously been given a simulation card.
28. Pass out Card 2 to everyone.
29. State, "All republicans are to sit on the right side of the room, all Democrats in the middle section of the room, and all spectators are to sit on the left side of the room. Prosecutors and counsels are to sit in front of the Senate Chambers.
30. Sit down - the Chief Justice in now to assume his role.
31. After the first roll call vote and its adjournment for 10 days (about 10 minutes) give Card 3 to "Senator Edmund Ross."

    Write, "May 26, 1868" on the chalkboard.
32. Ask for ALL simulation cards be returned to you after the end of the trial (second roll call vote).

Review, Summarization and Reinforcement

1. Ask the students what they liked about the simulation.
2. Ask the students how the simulation could have been improved.
3. Ask the students what they learned fromthe simulation.
4. Ask what "impeachment" means:

    Indict - to charge with a crime or misdemeanor; to accuse; especially to charge (a public officer), before a competent tribunal, with misbehavior in office. Point out to students that although President Johnson was called to appear at his trial, he never did.

5. Ask where impeachment proceedings originate in the case of a United States President:

   In the United States House of Representatives

6. Ask where impeachment trials of a President are held:

   In the United States Senate

7. Ask who serve as jurors at a Presidential impeachment trial:

   United States Senators

8. Ask how many votes are necessary to convict a President:

   A two-thirds majority (today 67 votes would be ncesssary to convict)

9. Ask if one person's vote really counts:

   Yes! In this simulation, Edmund G. Ross (and other courageous Republicans) saved the three independent branches of government. Ross saved the Presidential system of the United States. Had he voted "guilty" our form of government might be similiar to certain other governments in which the government frequently falls because of failure to obtain a "parliamentary" majority on critical issues.

10. Ask what Reconstruction was:
    The process of reorganizing the governments of the states which had passed ordinances of secession, and of reestablishing thier Constitutional relations to the National Government after the Civil War.

11. Ask what the radical republicans believed in:

    1. They were strongly against slavery as a moral evil.
    2. They felt that Southern whites had behaved immorally against slaves and prisoners of war - especially in Civil War prisons - most notably Andersonville - and therefore should be treated as a conquered nation and punished for their "crimes."

    3. They believed that Congress, rather than the president, should determine Reconstruction policies.

    4. They had strong compassion for the Southern Negro but hate for the Southern whites.

As a result, the scars of the Civil War (or the Southern term, "War Between the States") still remain, in part, even today.

12. Ask students if they admired Ross, Trumbull, Fessenden, Grimes, and others for voting the way they did...and why:

These men put principles above self. They demonstrated great courage. They knew full well that when they voted "not guilty" that it would be the end of their politicial careers - that they could never be reelected again so strong were the popular feelings against President Andrew Johnson in that day.

13. Ask students what else they learned from this simulation.

STUDENT MATERIAL

Role A

Role: Speaker of the House Schuyler Colfax

Time: February 23, 1868

Place: House of Representatives

State, "It is now February 23, 1868. The House is called to order."

Announce that the House Judiciary Committee, by a five to four vote, has recommended that President Andrew Johnson be impeached and removed from office for:

1. Vetoing the First Reconstruction Act
2. Violating the Tenure-of Office Act

3. The Alaska Purchase Treaty

4. The Second, Third, and Fourth Reconstruction Acts

5. His role in Mississippi

State that the House will take up the recommendations of the House Judiciary Committee tomorrow, February 24, 1868.

Adjourn (for about 5 minutes).

Role A-1

Role: Speaker of the House Schyuler Colfax

Time: February 24, 1868

Place: House of Representatives

State, "It is now February 24, 1868. The House is called to order."

Announce that debate is now open concerning the recommendation that President Johnson be impeached. Be impartial. Do not permit a vote to take place until everyone who wants to speak has had a chance to speak one time. After everyone has had a chance tospeak one time, call the debate to a close. Then ask for a roll call vote favoring or not favoring the 11 articles of charges against the president.

Record the vote on the chalkboard, announce the results to the House, and declare the President impeached.

Adjourn.

Role B

Role: Thaddeus Steven, a Radical Republican Congressman from Pennsylvania - a cripple - a fanatic

Time: February 24, 1868

Place: House of Representatives

You are in favor of the impeachment of President Johnson.

Among other things you state when called upon by the Speaker of the House:

> "Let me see the recreant who would vote to let such a criminal escape. Point me to one who will dare do it and I will show you one who will dare the infamy of posterity!"

Role C

Role: Democrat Congressman

Time: February 24, 1868

Place: House of Representatives

You are opposed to the impeachment of President Johnson.

Speak strongly against his impeachment, stating among other things that the Supreme Court probably will find the Tenure-of-Office Act unconstitutional. State that President Johnson should have the right to choose his own Cabinet members, that he has not behaved unjustly towards congress nor has he attempted to prevent the enforcement of the Reconstruction Acts, that the South must be taken back into the Union as soon as possible so as to heal the wounds of the terrible conflict.

Role D

Role: Radical Republican Congressman

Time: February 24, 1868

Place: House of Representatives

You strongly favor the impeachment of President Andrew Johnson for the following reasons:

1. Johnson's veto of the First Reconstruction Act (1867)
2. The President's violation of the Tenure-of-Office Act (1867)
3. Signing the Alaska Purchase Treaty (1867)
4. The President's Second, Third, and Fourth Reconstruction Acts (1867-68)
5. The Mississippi v. Johnson suit (1867)

You point out that slavery has been a terrible evil and that white Southerners, therefore, are evil and need to be punished for having kept slaves, for seceding and therefore trying to destroy the Union. The South must be treated as a conquered nation until is assured that it has clearly learned its lesson. President Johnson is entirely too forgiving of the evil deeds of the South. Congress must determine Reconstruction policies - not the President.

Role E

Role: General Benjamin F. Butler, Chief Manager for the House

Time: March 5 - May 26, 1868

Place: U. S. Senate

You vigorously argue before the Senate that President Andrew Johnson is indeed guilty of the 11 Articles of Impeachment adopted by the U. S. House of Representatives.

You are assisted in your argument by Thaddeus Stevens and G. S. Boutwell.

Role F

Role: G. S. Boutwell, Assistant to Chief Manager for the House, General Benjamin F. Butler.

Time: March 5 - may 26, 1868

Place: U. S. Senate

You assist General Butler in the prosecution of President Andrew Johnson.

Role G

Role: Thaddeus Stevens, Assistant to Chief Manager for the House, General Benjamin F. Butler (same Stevens as Role B, therefore same student who plays Role B should also be assigned this role, F)

Time: March 5 - May 26, 1868

Place: U. S. Senate

You assist General Butler in the prosecution of President Andrew Johnson.

Role H

Role: Henry Stanbery, President Andrew John's Chief Counsel

Time: March 5 - May 26, 1868

Place: U. S. Senate

You vigorously argue before the Senate that President Johnson is definitely not guilty of any of the 11 Articles of Impeachment adopted by the House.

You are assisted in your defense of President Johnson by Benjamin R. Curtis and William M. Evarts.

Role I

Role: Benjamin R. Curtis, Assistant to Chief Counsel Stanbery

Time: March 5 - May 26, 1868

Place: U. S. Senate

You aid in the defense of President Andrew Johnson.

Role J

Role: William M. Evarts, Assistant to Chief Counsel Stanbery

Time: March 5 - May 26, 1868

Place: U. S. Senate

You aid in the defense of President Andrew Johnson.

Role K

Role: Henry Anthony, Simon Cameron, Zachariah Chandler, Roscoe Conkling, George Edmunds, Frederick Frelinghusen, Jacob Howard, Lot Morril, Samuel Pomeroy, William Sprague, Charles Sumner, Benjamin Wade, Waitman Willey, Radical Republicans

Time: March 5 - May 26, 1868

Place: U. S. Senate

If you do not find President Andrew Johnson guilty, you know you will not be reelected. Vote for his conviction. Attempt to get all other Senators to also find the President guilty. Put especially strong pressure on Senator Ross. Try to convince him in every possible way to find Johnson guilty.

Role L

Role: William Pitt Fessenden, Republican Senator from Maine

Time: March 5 - May 26, 1868

Place: U. S. Senate

Though you are a Republican, you believe the evidence presented before the Senate is not sufficient to convict President Johnson, and you say so. You vote for acquittal. You find him not guilty of the Articles of Impeachment even though you know your vote ends your political career.

Role M

Role: Lyman Trumbull, Republican Senator from Illinois

Time: March 5 - May 26, 1868

Place: U. S. Senate

Though you are a Republican, you believe the evidence presented before the Senate is not sufficient to convict President Johnson, and you say so. You vote for acquittal. You find him not guilty of the Articles of Impeachment even though you know your vote ends your political career.

Role N

Role: Edmund G. Ross, Republican Senator from Kansas

Time: March 5 - May 26, 1868

Place: U. S. Senate

Though you are a Republican, you believe the evidence presented before the Senate is not sufficient to convict President Johnson, but you do not enter into the debate. To anyone who exerts pressure on you as how you will or should vote, be noncommittal. Do not state how you intend to vote. When the time finally comes to vote, find President Johnson not guilty even though you know your vote ends your political career.

Role O

Role: James W. Grimes, Republican Senator from Iowa

Time: March 5 - May 26, 1868

Place: U. S. Senate

Though you are Republican, you believe the evidence presented before the Senate not sufficient to convict President Johnson, and you say so. You vote for his acquittal. You find him not guilty of the Articles of Impeachment even though you know your vote ends your political career.

Role P

Role: James Dixon, James R. Doolittle, Thomas A. Hendricks, Thomas McCreery, Senators (Dixon, Hendricks, and McCReery are Republicans, Doolittle is a Democrat)

Time: March 5 - May 26, 1868

Place: U. S. Senate

Your reelection depends upon your finding President Johnson not guilty. Vote against conviction under the Articles of Impeachment. Attempt to get all other Senators to vote against convicting the President. Especially try to get Senator Ross to vote, "Not guilty."

Role Q

Role: Salmon P. Chase, Chief Justice of the United States Supreme Court

Time: March 5 - May 26, 1868

Place: U. S. Senate

You state that the Senate has been called into session to act as a jury because of the impeachment by the House of President Andrew Johnson for "high crimes and misdemeanors" as set forth by the 11 Articles of Impeachment.

You swear in each Senator by asking him to affirm "to do impartial justice."

You permit the prosecution, headed by Benjamin F. Butler, to speak first.

Following the Manager's oral arguments, you permit the defense, headed by Henry Stanbery, to speak.

Following the defense arguments, you permit both sides to rebutt the other and then you call for a summation by each side - the defense first. You then ask for a roll call vote of all Senators in the order listed on the Eleventh Article of Impeachment as to whether "the respondent Andrew Johnson is guilty or not guilty of a high misdemeanor as charged in Article Eleven." (Write on chalkboard "14 votes needed to convict.")

When the voting fails to achieve a two-thirds majority, you state, "A two-thirds majority not having voted for conviction, the President is, therefore, acquitted under this Article."

Call for a (ten day) recess. After the recess (about ten minutes), announce that further arguments by the prosecution and the defense will be heard. After further arguments, announce that "voting will now take place on the Second Article of Impeachment."

Again ask for a roll call vote in the order listed. Ask, "Is the respondent Andrew Johnson guilty or not guilty of a high misdemeanor as charged in the Second Article of Impeachment?"

When the voting fails by a two-thirds majority, you state, "A two-thirds majority not having voted for conviction, the President is therefore acquitted under Article Two fo the Articles of Impeachment.

After further arguments, announce that "voting will now take place on the Third Article of the Articles of Impeachment."

When the voting fails by a two-thirds majority, you state, "A two-thirds majority not having voted for conviction, the President is therefore acquitted under Article Three of the Articles of Impeachment."

Pause.

State, "Since no further roll call votes have been called for, the President is therefore declared not guilty. These proceedings are adjourned."

Roll call of Senators in the Order to be Called: (G=Guilty NG=Not Guilty)

1) Benjamin Wade - Ohio (G)

2) Charles Sumner - Mass. (G)

3) William Sprague - R.I. (G)

4) William Fessenden - Main (NG)

5) Samuel Pomeroy - Kansas (G)

6) James R. Doolittle - New York (NG)

7) Simon Cameron - Pennsylvania (G)

8) Thomas McCreery - Kentucky (NG)

9) Jacob Howard - Michigan (G)

10) Lot Morrill - Maine (G)

11) Lyman Trumbal - Illinois (NG)

12) Henry Anthony - R. I. (G)

13) Thomas A. Hendricks - Indiana (NG)

14) Waitman Willey - West Virginia (G)

15) George Edmunds - Vermont (G)

16) James Dixon - Connecticut (NG)

17) Frederick Frelinghusen - N. J. (G)

18) Edmund G. Ross - Kansas (NG)

19) Roscoe Conkling - New York (G)

20) Zachariah Chandler - Michigan (G)

21) James W. Grimes - Iowa (NG)

Role R

Role: Spectator

Time: March 5 - May 26, 1868

Place: Senate Gallery and Washington D.C.

Every time the Senate recesses you corner those Republican Senators who have not yet stated how they intend to vote. You threaten them with the loss of reelection, you offer bribes, you even suggest that they might be assassinated if they do not vote to convict President Johnson under the Articles of Impeachment. You exert pressure on all doubtful Senators and try to change the minds of those who have declared they intend to vote, "Not guilty."

WASHINGTON POST

FEBRUARY 22, 1868

EXTRA

Johnson Again Removes Stanton as Secretary of War

Yesterday, President Andrew Johnson removed Edwin M. Stanton as Secretary of War and appointed General Lorenzo Thomas in his stead. Stanton's removal is the second time the President has attempted to remove his secretary. On August 12, 1867, President Johnson suspended Secretary Stanton and appointed General Grant. However, on January 13th of this year, when the Senate reconvened, it notified both the President and General Grant that they did not concur in the suspension. James Ashley pointed out today that the Tenure-of-Office Act (enacted over the President's veto early last year) is the law of the land and therefore President Johnson has "intentionally broken the law and dictatorially has thwarted the will of Congress."

The Tenure-of-Office Act, passed by Congress last year, forbids the President to remove any officer appointed with the advice and consent of the Senate unless the Senate concurs in the President's recommendation for removal.

Card 1 IMPEACHMENT AND TRIAL OF ANDREW JOHNSON

PHILADELPHIA PRESS

MARCH 16, 1868

EDITORIAL PAGE

Infamy! The Republic has been betrayed in the house of its friends. At a preliminary Republican caucus yesterday, six Republicans stated that the evidence so far introduced was not, in their opinion, sufficient to convict Johnson under the Articles of Impeachment. What more evidence do these so-called Republicans need?

Johnson is obviously guilty. It is hoped that these Republicans will see the light. There are fifty-four members of the Senate. Thirty-six votes are required to constitute the two-thirds majority necessary for conviction. The twelve Democratic votes are lost, thus only six of the forty-two Republican votes can be lost and still convict the Acting President Johnson.

Edmung G. Ross of Kansas refused to announce how he would vote in the preliminary poll. Should the six so-called Republicans be joined by Ross, all would be lost.

Card 2. IMPEACHMENT AND TRAIL OF ANDREW JOHSON

TELEGRAM

MAY 16, 1868

TO: EDMUND G. ROSS

KANSAS HAS HEARD THE EVIDENCE AND DEMANDS THE CONVICTION OF THE PRESIDENT.

D. R. ANTHONY AND 1,000 OTHERS

CARD 3 IMPEACHMENT AND TRIAL OF ANDREW JOHNSON

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>
> *"Making Changes* is an interdisciplinary, multifaceted new approach to future studies ... promises to challenge gifted secondary students in four skill areas: problem solving, inventing, futuring, and working in groups ... The program's ambitious goal is to stimulate students to develop open-ended thinking, inventive problem solving, and productive ways of forecasting and managing the future in the out-of-school world." *-Curriculum Review.*

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> This well-researched book discusses the future of our planet and its people. Partial contents include The Nature of Change and Alternative Futures, Population, Natural resources, Ecology, Food, Transportation, Communication, Housing, Biological Developments, Economics, et al. The work can serve as an excellent secondary school textbook in futures studies and/or gifted classes - each chapter concludes with thought provoking questions for discussion and assignments. It also is a highly readable work as a straight read for all interested in the future ... and how to make our future a better one with intelligent foresight.

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>
> "I would recommend this book quite strongly to educators planning a death curriculum for elementary or high school students ... I would also recommend the book for psychotherapists and parents who would find the listings of issues and children's stories helpful in discussions that are bound to crop up with children. This type of resource has been needed for a long time; it may help to open the classroom to more discussions of a topic which has, unfortunately, been taboo too long." *-Children Today*
>
> "An excellent new guide to death education is DISCUSSING DEATH ..." *-Today's Catholic Teacher*

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